DOCUMENT RESUME

ED 265 969 PS 015 638

TITLE	Child Care in the Public Schools: Incubator for Inequality?
INSTITUTION	National Black Child Development Inst., Inc., Washington, D.C.
PUB DATE	Jan 85
NOTE	35p.
AVAILABLE FROM	National Black Child Development Institute, 1463 Rhode Island Avenue, N.W., Washington, DC 20005 ($7.50).
PUB TYPE	Viewpoints (120) -- Reports - Evaluative/Feasibility (142)
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Black Family; *Black Youth; *Day Care; Delivery Systems; Early Childhood Education; *Educational Planning; Educational Policy; Needs Assessment; Policy Formation; *Preschool Children; Public Education; *Public Schools; Racial Bias; Social Change; *Social Problems

ABSTRACT

This report examines the consequences, particularly for Black children, of the trend toward lodging preschool care in urban public schools. The report also calls for discussion and debate about whether the public school system can develop the skills and techniques necessary to nurture Black preschool children. In recent years Black parents have had difficulty finding quality child care for several reasons, including the following: the loss of the traditional family support system; the declining income of Black families; decreased federal support for child care; church-based child care facility closings; and sky-rocketing liability insurance costs in child care centers. Although housing child care in the public schools may seem an attractive alternative, any national policy discussion of child care must be based on the premise of a responsible, quality-oriented and culturally sensitive system and public school-based child care must be analyzed to answer the questions raised. Finally, components that must be included in public school based programs for young children are delineated and action steps are recommended both for workers in the child advocacy field and for targeted segments of the black community. (DST)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

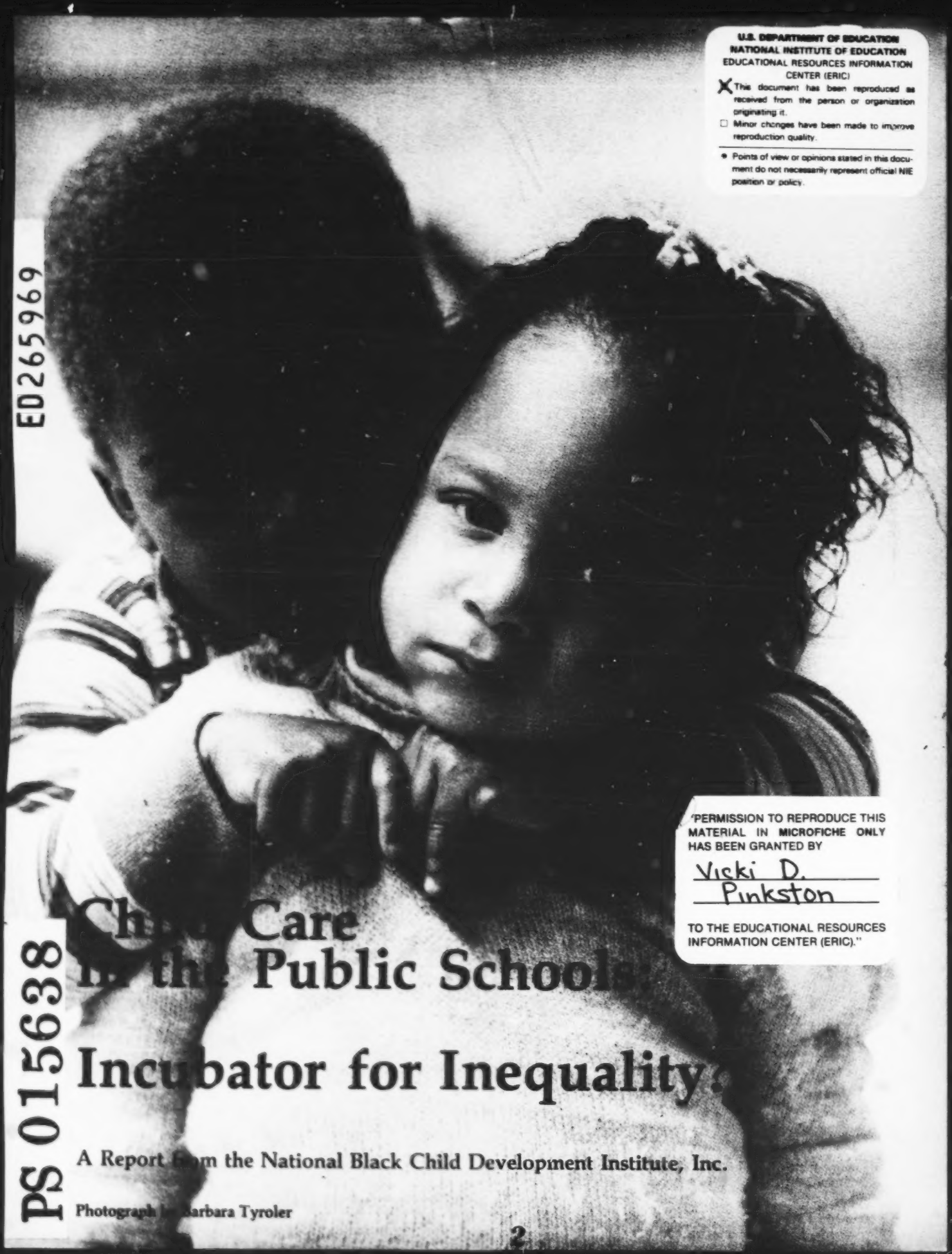
U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

ED265969



"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

Vicki D. Pinkston

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Child Care in the Public Schools: Incubator for Inequality?

A Report from the National Black Child Development Institute, Inc.

Photographs by Barbara Tyroler

PS 015638

About NBCDI

NBCDI is a non-profit, national, charitable and educational organization dedicated to improving the quality of life for Black children.

Through its Affiliate Network, located in 33 major urban centers throughout the United States, NBCDI relies on committed volunteers to monitor public policy, advocate for a better quality of life for Black children and provide needed services in their communities.

Founded in 1970, NBCDI continues to focus on three major policy areas: child care, child welfare and education. Affiliates, however, have expanded their advocacy and services beyond these three areas to include such issues as health and nutrition; infant mortality; child abuse and neglect; and teenage pregnancy.

In all these areas of concern, NBCDI works with its affiliates to: provide needed services to Black children and their families; educate the public about policy issues affecting Black children; produce timely research materials about the Black child; and convene forums to discuss current issues facing the Black community.

NBCDI's numerous publications keep members and other concerned individuals and organizations informed about issues affecting the lives of Black children, including the status of legislation in both the U.S. House and Senate.

NBCDI membership is open to all interested persons. Members include mothers and fathers, educators, community activists, social workers, physicians, ministers, national policymakers and opinion leaders, among others.

Child Care in the Public Schools: Incubator for Inequality?

A Report from the National Black Child Development Institute, Inc.

Contents

3 Executive Summary
5 Preface
6 Quality Child Care: A Definition and a Framework
7 The Child Care Crisis in America: An Assessment of the Status Quo
11 The Public School Involvement in Early Childhood Care: A Short History
13 Changing Public Perceptions of Day Care
15 Public Policy Pressures Favoring Public School Based Child Care
17 Child Development Pressures Toward Public School Based Child Care
18 The Black Community and Public Schools
20 Public School Traditions, Methods and Structures Vs. The Needs of Black Children and Families: Built-In Conflicts
22 Public Education Training and Tests: Built-In Bias Against Blacks
23 Public School Based Child Care: Where We Stand Today
25 Diversity: Choices in Child Care Delivery
26 Conclusions
27 Recommendations
29 Resources
31 National Advisory Committee on Child Care
32 Participants
33 Publications Available from NBCDI

Child Care in the Public Schools: Incubator For Inequality?

Executive Summary

This report examines the potentially grave consequences, particularly for Black children, of the trend toward lodging pre-school care in urban public schools. The report is a national call for discussion and debate about whether the public school system can develop the skills and techniques necessary to nurture Black children at their most fragile and formative stage.

While Black women have historically worked outside the home, the competition for limited child care slots is greater today than it has ever been before. In recent years, it has become more difficult for Black parents to find quality child care, due to: the loss of the traditional support system, as more mothers and grandmothers work; the declining income of Black families coupled with increased average income for whites; decreased federal support for child care; widespread church-based child care facility closings due to diminished state support; and skyrocketing liability insurance costs in the wake of highly publicized child abuse incidents.

Although housing child care in the public schools may seem to be an attractive alternative, particularly to school systems facing declining enrollment and to educator unions faced with layoffs, NBCDI insists that any national policy discussion of child care be based on the premise of a responsible, quality-oriented and culturally sensitive system. Placement of child care facilities must be determined by more than mere expediency.

The report raises serious questions, including: are existing public school-based programs serving the Black family adequately and fostering Black children's growth and development?; can public school-based early childhood programs still be molded to meet Black children's needs?; can public school-based child care models be developed that will not maintain the discriminatory tradition of our public schools?; and can the momentum toward public school-based child care be slowed long enough to allow a much needed and long overdue analysis of the record and the implications of continuing this experiment?

The report strongly urges that such analysis begin, and recommends that: the appropriate committees of Congress hold hearings to encourage rigorous and open debate on public school-based child care; child advocates explore alternative models; and Black elected officials, early childhood educators, parents and community leaders join committees, form coalitions and begin to explore alternative child care facilities.

Preface

This report continues NBCDI's fifteen year involvement with the issue of quality education for Black children. In recent years the Institute has noted with interest the increasing support for lodging pre-school care in urban public schools. As this trend has grown into a full fledged movement, the Institute has become concerned about the dearth of available data on the potential benefits of merging these two systems and has begun to feel the need for national debate to clarify the goals and processes for effecting a successful merger — if indeed, such a merger is desirable. NBCDI is especially desirous of provoking a public policy discussion that carefully examines options and outcomes, with special attention to minority children.

Black families have every right to question the logic of this movement. The past is precedent to this discussion. In many of our nation's cities, Blacks have inherited the failures of public policy: decrepit housing, inadequate public services, and empty municipal coffers. In urban public schools, once again, Blacks stand to inherit institutions and programs abandoned by the mainstream of our society. Are we compounding the error by assigning the youngest of our children to a system that has yet to prove that it can work for Black children? How are we to assure ourselves that the public schools can develop the skills and techniques necessary to nurture Black talent at its most fragile and formative stage? Who has looked deeply into the movement and can assure us that we are not consigning our Black babies to what may turn out to be nothing more than diaper ghettos?

We did not know the answers to these questions when we first set out to examine the issue — but we determined to find answers before policy became reality. With legislation pending in many states, this issue is of the utmost urgency to Black communities. In June of 1985, representatives from each of NBCDI's 33 national affiliates met with education and child care experts at a Public Policy Institute in Washington, D.C. From these sessions emerged a growing consensus that this issue required more thoughtful study. The national office of NBCDI was charged with outlining the concerns of Black children's advocates and with documenting those aspects of the public school system that seemed least able to assume the new responsibilities of meeting the needs of very young children, especially Black children. The national office was asked to report its findings and to outline a course for Black involvement in shaping effective public policy for our children. This is that report. May it serve as a national call for discussion and debate — and may it serve our children well.

Evelyn K. Moore
Executive Director
National Black Child Development Institute
January 1985

Quality Child Care: A Definition and a Framework

The National Black Child Development Institute recognizes that the basis for quality child care is the same for all young children. We also believe that any serious discussion of child care should acknowledge the elements of quality care which are necessary for all children regardless of the race, income, family structure or lifestyle. Therefore it is in the framework of quality child care that NBCDI is looking at public school involvement in developmental programs for young children. The following policy statement on child care was adopted at the 1985 annual conference of NBCDI:

Quality child care must be available to all families in need of such services at prices which families can afford. Every child is entitled to a child caring experience that is developmentally appropriate to the age of the child and which meets the social and economic needs of the family.

We believe that the availability of developmental child care promotes and strengthens the well-being of children and their families. By developmental child care, we refer to programs which seek to look at the "total needs" of the child and the family. Such programs must

1. recognize stages of growth and development in children;
2. provide stimulating experiences designed to facilitate cognitive, social, physical, cultural and emotional development;
3. attend to the health and nutrition needs of children;
4. promote nurturing and supportive emotional responses to children.

Incremental changes in existing child care policy must be pursued which will increase public and private support for child care services until such time as a national comprehensive child development program is secured. A national program should

- Facilitate the provision of child care in diverse facilities such as churches, family day care homes, full- and half-day center based programs, and after school and summer programs for school-aged children;
- provide health and nutritional services for optional use by consumers;
- include a strong parental involvement component in the planning, monitoring and evaluation of programs, as well as in the provision of services;
- address the need for child care services in each state for infants, preschool and school-aged children, with special attention given to meeting the needs of victims of abuse and neglect, children of teenage parents and handicapped children;

- coordinate all federal programs which support the delivery of child care services;
- require that child care providers participate in training programs which lead to formal assessment and credentialing such as the Child Development Associate National Credentialing Program (CDA);
- promote the development of and enforcement of state and local licensing standards to ensure the health and safety of children in out-of-home care.

In the absence of a comprehensive national policy, state and local policy should embrace the concept of developmental care through the enactment of programs and policy initiatives which meet the applicable aforementioned goals.

The Child Care Crisis in America: An Assessment of the Status Quo

> "Much of what we hear now about day care is presented as though it is a new American phenomenon. That however is more of an interpretation of trends within the white society, than history in Black communities around the country."
>
> Beverly Roberson Jackson, Ed. D.
> Director, Department of Human Welfare
> General Board of Church and Society of
> the United Methodist Church

Increased participation of women in the workforce, greater numbers of young children and growing acceptance of the importance of early childhood education have fostered not only a demand for more child care services but a demand for quality infant, toddler and preschool child care which has yet to be addressed systematically. In its 1984 testimony before the Select Committee on Youth and Families, NBCDI Public Policy Analyst Carla Curtis summarized the parental aspirations that are fueling this demand:

> "Black families, regardless of their economic status, want the opportunity to raise their children in a protected and healthy environment, exposing them to experiences which will maximize and promote their developmental potential. When a parent must work or participate in activities which take them away from the child, they want a substitute caregiver to offer their child the same opportunities for healthy growth and development.

"When considering a child care arrangement, be it in a family day care setting or center-based facility, parents want to have the opportunity to select an arrangement which is affordable, is easily accessible, and reflects the needs and child-rearing preferences of the family. . . Black families, when asked, have repeatedly expressed a strong preference for center-based care for preschool children due to the more apparent educational component."

The need for child care is not a new phenomenon in the Black community. Black women have historically worked outside the home. Whether as part of a two earner family or as sole providers in one parent households, the majority of Black women have worked to raise their families. These women have always had to depend on outside care for their children. For the most part, Black families have relied on relatives to care for their children. Almost half (44.9%) of Black mothers with jobs outside the home still leave their preschool children with relatives.

Young Black women and their families are losing their traditional family support system for child care. Their mothers and grandmothers, the women who used to be the babysitters, are now more likely to be in the paid workforce. This is happening just as competition for child care slots is increasing as more women enter the workforce. It is projected that women will constitute two-thirds of the growth in the labor force during the 1980's. Furthermore, a 1982 Bureau of Census survey found that 26% of all mothers not in the workforce said they would look for work if they could find satisfactory and affordable child care. (45% of single mothers in this group said the same.)

Yet, in 1980 there were only 1.6 million licensed day care slots—private, public and commercial—while 7 million preschool children had working mothers.

Just when informal care is less available to Black mothers of preschoolers and the competition for regulated child care has increased, the economic support for many Black families who are poor has also decreased dramatically. For example, AFDC benefits, including the child care subsidy, have been eliminated for many of the working poor. One hundred thousand people were cut from the AFDC rolls between 1981 and 1983. More than 30% of all Blacks live below the poverty level and the bulk of poor Black families are headed by women. These low-income female-headed Black families now have less disposable income to use for child care.

The benefits of the economic recovery which were to have counter-balanced the budget cuts in aid programs have also bypassed low income Black

families. Census data show that the gap between rich and poor and Black and white in the U.S. is now wider than ever before. While the white median family income has increased, the Black median family income has fallen. While the poverty rate among white children dropped between 1983 and 1984, the poverty rate among Black children hit an all time high—51.1%. These economic constraints put Black families at an enormous financial disadvantage just when they are forced to purchase child care services.

At the same time, the federal and state infrastructure which supports our limited day care system is weak.

- State attempts to change tax exemptions for church-owned property threaten the economic survival of church-based programs.
- Federally subsidized day care facilities have been adversely affected by federal budget cuts in child food programs and in Title XX (the Social Services Block Grant program), the largest *direct* federal support program for child care.
- The elimination of the specific earmark for child care within Title XX has further weakened the existing child care system by forcing child care into competition with all other social service needs for fewer federal dollars. As a consequence, both family day care and non-profit day care programs have been forced to close. For example, between 1981 and 1983, the State of New York terminated public-funded child care services to over 9,000 children.

Meanwhile, recent disclosures of child abuse in preschools have also affected the delicate financial balance of many non-profit and proprietary day care programs. Insurance companies are withdrawing daycare liability-insurance coverage or raising rates beyond affordable limits. Surveys show that most child care providers have experienced either policy cancellations, or skyrocketing rate increases. These costs are then reflected in increased fees to already-strapped parents. Many family providers and center-based providers have been forced out of business along with institutional providers because they cannot get affordable liability-insurance coverage.

Whatever their child care preferences and whatever their family situation, low and moderate-income Black families are seeing their child care options narrowing. Families who chose family day care for its convenience and homelike atmosphere may see their child care arrangements threatened or disrupted. Still other families—whether single-parent, dual-earner or "traditional" one earner families—who chose church-based or center-based programs for their emphasis on child development are seeing those programs cut back.

Considering

- the growing demand for child care among both Black and white families,
- the fact that poor Black families have less disposable income,
- the fact that there is no national child care policy and
- the fact that there are new threats to child care programs of all kinds from diminished federal support and disappearing liability-insurance coverage,

the unavoidable conclusion must be that child care is in crisis.

Many signs point to one attempt to solve the problem by increasing the involvement of public schools in early childhood care as providers of part-day child development programs and/or full-day child care. The question for Black families remains: Will a solution to the child care crisis which calls on public schools provide answers that will solve the Black child care crisis? Will it provide

diverse arrangements including family day care, in-home care and group care to meet the family, work and residential patterns of Black families?

adequate funding from a variety of sources to insure that Black children receive care equal to majority children and are not stigmatized by the source of their care?

cultural diversity to insure that Black children's cultural heritage is incorporated in the program?

Or will it

be a middle class white phenomenon serving white neighborhoods, work patterns and family styles and reflecting white cultural biases?

increase the economic disparity between white families and Black families by either pricing Black families out of the child care system or creating a separate and unequal child care program for the poor?

The Public School Involvement in Early Childhood Care: A Short History

> "It is not a matter of whether we're going to have early childhood education in the public schools. It's here and we have to have it; parents need it. Parents are a political base. The pressure's on now."
>
> Connie Mair, Coordinator of
> Early Childhood Programs,
> Washington, D.C. Public Schools

Two separate models in early childhood education converge in public school centered child care/child development programs. One model is reflected in the Head Start type programs for poor families which grew out of the social welfare movement. The other model is reflected in the lab school/cooperative preschool type programs for upper middle class families which grew out of the child study movement.

Programs like those identified in Zigler and Gordon's book, *Day Care: Scientific and Social Policy Issues,* were the models for the federally subsidized early childhood programs. Based on the premise that child development programs could counteract the effects of poverty, they took poor inner city children and provided them with quality early childhood education experiences, nutrition and health services.

In many ways, including health and cognitive development, the children and their families benefitted from the child welfare programs. And since the War on Poverty began twenty years ago, Headstart programs based on these models have operated all over the country, many in public school facilities. In Fiscal Year 1984, 442,080 children (mostly ages three and four) were served by Headstart—42% Black, 33% White, 20% Hispanic-American, 4% American Indian and 1% Asian American.

Chapter I (Title I) of the Education Consolidation and Improvement Act funds have also been used for early childhood education for "disadvantaged" children, although the program was originally designed to support elementary and secondary education. Several pieces of legislation currently before Congress call for the creation of a grant program similar to Chapter I to provide school-based early childhood demonstration programs for four- and five-year olds.

The second model for early childhood education programs grew out of the child development movement which started with the research of Dr. Arnold Gessell and the clinic he founded at Yale University in 1911. These were laboratory preschool programs that were run in university settings. These lab school programs served as models for the parent-run cooperative preschools which typically serve white suburban communities. Not only do these preschools reflect white middle class values, they also depend on volunteer

work from the parents and low salary scales for the teachers in order for the child to attend. Only those with the time and money to serve as volunteers or who can afford low remuneration can participate, thus excluding low income families

Public schools have been involved in providing early childhood development programs since Francis Parker introduced one into the Chicago Public Schools in 1912. By and large, these programs were half day programs and served special populations. They have not been available to all children. Meanwhile, full day child care programs needed by working parents and parents involved in other activities have developed independently of the public education structure. These child care programs flourished in community settings with little or no connection to the schools. Extended day and/or child care programs for young children are relatively new in public schools, although they have increased rapidly in the past ten years.

A number of factors converged to provide the link between the variety of preschool programs with the contemporary child care movement. First, the successful reports of the early childhood movement established the concept of early childhood education as a social good. Related to this was the desire of the white middle class to have their children benefit from early childhood education. Increased labor force participation of mothers of young children and the actual decline in student enrollment which made the schools available, naturally led to public schools providing the link between the early childhood models.

Many of the qualities which had made public schools attractive sites for school age child care programs now make public schools attractive sites for preschool age children: classroom space is becoming more and more available; many parents prefer to have all their children at the same location throughout the day; and the use of existing school facilities lowers capital costs although it doesn't lower operating costs.

A recent report by the High/Scope Foundation, *Early Childhood Development Programs in the Eighties: The National Picture,* notes that

> "Public schools in over two thirds of the states now offer some prekindergarten programs, and state funding for prekindergarten programs, independent of federal funding, is a growing phenomenon.
>
> A dozen states are providing funding for such programs during 1984-85 and two other states have plans to fund such programs in 1985-86.
>
> In 1984-85, state funded early childhood programs are serving about 172,000 preschool aged children, with total funds of $277 million.

Fifteen states have pending legislative proposals or recently formed study commissions for early childhood programs."

The pattern of public school-based early childhood education programs across the nation points to a clear trend. Public schools are already significant and highly visible providers of early childhood programs. Although the programs are diverse and varied in purpose and administration, they nevertheless establish the precedent of public schools as both caregivers and as educators. The major question for Black families is: Will the narrowness of purpose and limited vision that characterizes public education in the Black community also typify school based early childhood care? Several challenges flow from these questions.

Can existing public school based programs serve the Black family adequately and foster Black children's growth and development?

Are public school based early childhood programs already so firmly established that they cannot be molded to meet Black children's developmental and cultural needs?

Can models be developed that are administered by public schools but are not downward extensions of elementary school?

Can models be developed where school facilities are used on a contract basis by programs administered by caregivers reflecting the community being served?

Can the momentum toward public school based early childhood care be slowed enough to enable more research and a review of the track record of public school involvement in early childhood care before we rush to advocate a public school solution to the child care crisis?

Changing Public Perceptions of Day Care

"The lack of adequate child care is one of the most serious problems facing millions of families and it serves as a major impediment to the attainment of economic security for countless numbers of women and children...It is not an exaggeration to say that what once was a major problem is rapidly approaching a major crisis."

Senator Alan Cranston on the
Child Care Assistance Act of 1985

It is important to note that there has been a subtle shift among advocates in day care policy over the last decade. Early proposals for a comprehensive child development bill (in 1971) emerged from the Great Society's broad policy assumption that community based programs best serve the needs of the recipients. The child care proposals of the early 70's focused on community-based programs to complement and aid the social and economic development of the family and the community. Early testimony from advocacy groups stressed the importance of relying on parents and community leaders to define the community's needs, set policy and operate the community based child care program. In its May 1971 testimony, the National Black Child Development Institute described the reasoning behind these policy recommendations:

> "Black scholars and community spokesmen alike have focused upon the need for knowledge and respect for self instilled in the very young as a powerful motivation for educational improvement and social-psychological development. They insist, therefore, upon curriculum and program content which will enhance the black child's sense of...ethnic pride. We insist further that minorities must occupy decision-making positions regarding day care/child development programming so that the project efforts are reflective of this perspective and we challenge the validity of color blind programs, which by definition attempt to meet the needs of individuals without coming to terms with the reality of racism and its impact and hence, reflect the values and interests of the white majority alone.
>
> "Second, blacks and other minorities are increasingly aware of the failure of the American educational system...to prepare their children for full and equitable participation in the society at large. In the face of this institutional failure, they have begun to insist that the decision-making authority to develop educational policy which will meet their children's distinctive needs must rest with the affected community...
>
> "Thirdly, we believe that child development centers can be the catalyst for total community development....As day care centers are utilized to catalyze development in black and other communities, the enhanced political and economic power that results can provide effective leverage for the improvement of the overall social and economic condition of the nation."

Today's child care proposals pay insufficient attention to child development and even less to community needs and cultural values that bear on development. Instead, proposals focus primarily on expedient methods of increasing the availability of day care slots to meet the demand. Little discussion focuses on diversity in delivery systems or responsiveness to individual

communities. Expedience may be replacing quality as a primary goal. It is significant that it is in discussion circumscribed by this limited perspective on child care that more and more mention is made of public school based early childhood programs.

The question of Black children remains: Are we unconsciously moving toward a fast food delivery system of child care which gives Black children empty developmental calories and none of the cultural nourishment they need to grow?

Public Policy Pressures Favoring Public School Based Child Care

> "When New York City decided to go into all-day kindergarten, they reaped a windfall of $75 million. That is the kind of money involved in early childhood education. So who is going to control those programs is a tremendous political question."
>
> Velmanette Montgomery,
> New York State Senator

While the proposals for public school based child care may lack a community orientation, the scarcity of resources forces their serious consideration. For despite the clear need for affordable, accessible services, current sources of public funds for child care have actually decreased. The search is on for organizational alternatives to federal social service funding. According to *Reducing Poverty Among Children,* a Congressional Budget Office study:

> "Prior to 1981, Title XX was the primary source of federal funding for subsidized child care. Although states were required to set aside only $200 million of Title XX funds for child care, an estimated 18% or approximately $720 million of total Title XX expenditures went to child care in 1980. Under the Omnibus Budget Reconciliation Act of 1981, Title XX was combined with other programs to form the SSBG and its funding levels were reduced by 20%. Furthermore, this legislation eliminated the set aside funding for child care, the income guidelines for eligibility, and the state funds matching requirement, and it reduced the state's reporting requirements. Although no national data are available because of the latter change, studies by the General Accounting Office and the Urban Institute found that a majority of the states sampled have reduced their expenditures on subsidized child care as a result of the budget reductions of 1981."

Child care services that relied on state funds and states that relied on Title XX funds are searching elsewhere for funding sources. The impact on Black families has been particularly severe in light of their significant dependence on public programs. In 1980, 61% of Black children in nursery schools attended public programs, many of which received federal subsidies. In June 1985, The National Black Child Development Institute testified that states have been forced to terminate public funded child care for thousands of children and community based agencies which receive Title XX funding are also being forced to eliminate slots.

Under these circumstances, state education budgets and facilities begin to look particularly attractive as resources. The public schools have the administrative structure which could be expanded or adapted to provide care for younger children. They have facilities with excess capacity and they already have nutrition programs which meet federal standards. What they do not have is a track record of success with Black children. What they may not be able to provide are the elements of programs which are culturally sensitive to Black children and their families. But these deficits appear only visible to Black children's advocates.

Complementing this pressure from budget cuts in child care programs is the public schools' own drive for self preservation. As the Wellesley Center for Research on Women noted in regard to school age children:

> ''Declining enrollments and the threat that neighborhood schools will close have prompted many parents and principals to unite their efforts to establish school age child care programs. A group of parents in the South who wanted to keep their school 'alive and viable' and thus 'stabilize' the neighborhood saw the establishment of a school age child care program as a way to achieve their goal; the principal of their school realized that a school age child care program might reverse the trend of declining enrollment....
>
> ''At a school in North Carolina, three teaching positions were lost after a 1977 drop in enrollment. The handwriting was on the wall. However, many families with two working parents or single-parent heads lived in the school district, and the principal saw 'a natural population in need of school-age child care.'''

It does not take much imagination to conclude from these examples of public school based school-age child care that *pre-school* child care programs could also be viewed as the salvation of public schools threatened with closing by declining enrollments.

In the same way, they could be viewed by the teacher's unions as the salvation of teacher's jobs. As early as 1975, the American Federation of Teachers endorsed the concept of public school based early childhood care. Recently the National Education Assocation also addressed the issue. It recommended that "formal education should begin at an earlier age. Schools should begin the developmental education of students at age four."

The question for Black families remains: Given the variety of interests which would benefit from public school based early childhood care, can the interests of Black children prevail?

Child Development Pressures Toward Public School Based Child Care

> "Black parents are scared that their kids need something—that if they don't get started in school early, the kids will lag behind."
>
> Nancy Bryant, NBCDI Affiliate,
> Pittsburgh, PA

Publicity about the benefits of exposure to quality early childhood education programs has abounded in the last year. "Preschool Pays off for Poor," said the *Los Angeles Times*. "Preschool Students Turn Out Better," cried *USA Today*. These headlines were generated largely by the High/Scope Foundation study, *Changed Lives*, which examined the longterm effectiveness of early childhood education. The study followed a group of low-income children who participated in an excellent preschool program and reported on their lives at age nineteen.

The report's dramatic conclusions are that quality early childhood education for disadvantaged children makes for greater school success, greater socioeconomic success and greater social responsibility. Although some question whether generalized conclusions such as reduced criminal behavior or fewer teen pregnancies can be attributed to preschool experience, there is general consensus that participation in a quality early childhood education program often leads to later educational achievement.

The High/Scope study fell onto ground made fertile by the earlier report of the National Commission on Excellence in Education calling for a new effort to improve public education. Still other innumerable articles have focused on 'superbaby' and a new awareness among parents and researchers of the importance of the foundation set in the early childhood years for later development.

The ultimate audience for all these reports are eager parents who want only the best for their children. Some see early childhood education as a critical first step to an Ivy League education, others see it as the first step in an education that will lead their child out of poverty. Most are likely to accept the concept of universal early childhood development programs if they think it will help their children.

All in all, the conditions are ripe for a major public school role in providing early childhood education, now widely perceived as a panacea by a variety of interests. The questions remain however:

> Although public schools may be a logical site for preschool care, are public schools necessarily the only good place for early childhood programs?
>
> Are we looking to a community-based institution for a solution for the child care crisis without asking it to be responsive to community needs?

These questions are even more critical when considered in the context of the public schools' reputation for miseducating Black children.

The Black Community and Public Schools

> "While the school systems of this country have provided many Black people with jobs and an education, they have also been singularly ineffective in providing an education to hundreds of thousands of Black children, especially our young males. So should we permit the only child care solution to be the public schools simply because we were not organized for a diverse model of child care?"
>
> Karen Hill-Scott, Ed.D.,
> Executive Director,
> Crystal Stairs, Inc.

There is ample reason for Black parents and child advocates to be organized and involved in any effort to develop early childhood programs and/or child care services in the public schools. In the next fifteen to twenty years, most urban public schools will be between 48 and 65% minority. By the turn of the century, the expectation is that public schools in major cities will become essentially minority schools. Yet the report card of public schools' treatment of Black children is poor:

> Forty percent of minority youth are functionally illiterate.
>
> Nationally, the drop-out rate among Black youth is almost 28% and almost 50% in some cities

Black children are twice as likely to be suspended from school or suffer corporal punishment.

Black children are three times as likely to be placed in educable mentally retarded classes; 40% of the children assigned to classes for the educable mentally retarded are Black.

Only 20% of Black high school seniors go on to college.

All things being equal, if funding patterns of other urban public school programs for which minorities are the primary users apply, there is ample reason for concern that support for public school-based preschool programs would be inadequate in majority Black schools. As the National Association of Black School Educators 1984 report "Saving the African American Child" notes,

"...most African American children now live in the urban centers and attend schools which are mainly minority, mostly African American. The public schools in the nation's urban centers highlight the inadequacies of public education for our children. Urban school systems are heavily populated with students who are the most damaged victims of the ravages of a broader living environment which fails to meet the minimal standards of decency, humaneness and justice. There is no school district serving a large African American student enrollment that is not confronted with constraints imposed by inadequate funds. Inflation and declining tax revenues impact most negatively on urban school systems where African American students are found in the greatest numbers. The retrenchments imposed disproportionately on these systems over the past three years have changed the status of their level of funding support from inadequate to disastrous.

"In systems that serve largely African American populations, retrenchments have produced large class sizes in schools that deserve a compensatory approach to the allocation of resources for instruction. Curricular offerings which should be enriched and more diverse are being diluted to the detriment of valid instruction."

Public School Traditions, Methods and Structures Vs. the Needs of Black Children and Families: Built-In Conflicts

> "Our kids will still have the same kind of curriculum. Those educators who have not been culturally sensitive historically will still not be sensitive. Those local school boards that are not sensitive now will not be sensitive. You're just bringing a younger age group into the system to fall through the cracks."
>
> Ms. Kenneth Johnson,
> NBCDI Affiliate,
> Raleigh, NC

More than the public schools' poor record in educating Black children is at odds with the concept of quality early childhood care for Black children. The conflict between the traditions of early childhood education and those of public education are also significant.

Family Focus

Early childhood education has traditionally focused on developmental needs of the child in the context of the social welfare of the family. By encouraging the involvement of parents and by reinforcing their central position in the child's life, traditional early childhood programs have always operated with a two client focus—the parent and the child.

Recognizing this, the National Association for the Education of Young Children's *Accreditation Criteria and Procedures* requires staff-parent interaction of all accredited early childhood programs. It states:

> "Young children are integrally connected to their families. Programs cannot adequately meet the needs of children unless they also recognize the importance of the child's family and develop strategies to work effectively with families. All communication between centers and families should be based on the concept that parents are and should be the principle influence in the children's lives."

This support for parental authority and emphasis on teachers as cooperating agents of the child's parents is particularly important for Black families. According to Barbara Bowman, Director of Graduate Studies at the Erikson Institute of Loyola University, "The notion that early childhood programs have two clients—both the parent and the child—is essential for any early childhood program. Because of the age of the children, it is absolutely essential for the parent-child relationship to be reinforced. It is doubly essential for Black children. The earlier we expose young Black children to the idea that their parents are undervalued, indeed devalued, the less good it will be for their emotional health."

Yet, public schools traditionally do not view parents as a client. Instead, they focus on parents exclusively as agents to bring about a child's cooperation. Family involvement is most often in direct opposition to public school procedures despite its importance to the preschool child's development.

Socialization

To be responsive to the formative needs of young children, early childhood programs should reinforce the social and emotional development that the child begins at home. Yet the public school tradition of socialization is in direct conflict with this goal. Public school programs have traditionally operated to maintain and convey majority community standards—i.e. white middle class values. Speaking to a National Black Child Development Institute Public Policy Institute on child care, Bowman noted, "The public school stands for the community orientation toward the child rather than a family orientation. It teaches community standards rather than family standards...That has serious implications for minority people because we, by definition, don't belong to the mainstream."

Methods

Current public school curriculum and teaching methods also conflict with those appropriate for very young children. Young children learn in context and in episodic fashion. Much depends on individual attention. Educator Barbara Bowman stated, "In the first six years, children come to learning with a real inner drive to make sense out of the world and in making sense out of the world they learn to process information. What is important is that they achieve a balance between receiving information and constructing inner cognitive structures to handle that information, to make sense out of it. Young children need to receive their information in the context of how it is used."

Yet, traditionally, public schools are structured primarily to impart information out of context: transmitting social content, values and facts, to children passively listening in large group settings. They are not set up to provide the young child with the opportunities to realize his or her developmental potential. Unfortunately, many parents are uninformed as to the very large developmental differences between younger and older children. Thus, they willingly accept the elementary school model as appropriate for their preschoolers.

The question for Black families remains: Can the combination of the public schools' institutional drawbacks and discriminatory tradition be overcome sufficiently for the Black child to receive adequate care?

Public Education Training and Tests: Built-In Bias Against Blacks

> "Every equity problem we've seen in elementary and secondary schools is being repeated in the early childhood programs. But the equity problems seem to be less recognized in early childhood programs than in other areas of education."
>
> Susan Bailey, Ph.D.
> Director, Resource Center on
> Educational Equity,
> Council of Chief State School Officers

Another characteristic of public education procedure in conflict with early childhood development goals is its reliance on testing to classify children in groups. A test is a man-made instrument with subsequent human weaknesses in its application. When the results of these imprecise measures are relied on as scientifically accurate, then human error is institutionalized, and in borderline cases, the human error is often compounded.

As bad as the effects of public schools' reliance on tests and tracking are for elementary school-age Black children, they are worse for younger children. Preschoolers are too young to test reliably. Yet group tests, rather than more individualized methods of evaluation, are universally used by public schools. There is something wrong when Black children make up approximately 40% of the educable mentally retarded (EMR) population in schools when they are slightly more than 10% of the population at large.

Black families are already reeling under the negative impact of testing on their children. Educable mentally retarded is a catch-all category. Often when a teacher cannot define a child any other way, the child who scores in a certain range on a test is thrown into this category. While any number of causes may have brought about the score, and any number of approaches are needed to address different learning characteristics or problems, children are being characterized as EMR because there is no other way to identify them. According to Asa G. Hilliard, Professor of Urban Education at Georgia State University, "There are more Black children placed in EMR than there are white children, nationwide. EMR is a 'soft' category, whereas a look at 'hard' categories of assessment, like visually impaired, hearing impaired or mentally retarded, show almost no disproportion between Black children and white children. EMR is the category where there is perhaps the greatest imprecision in assessment, and this usually works to the disadvantage of Black children." Who is to say that this movement toward early child care in the school will not simply serve to identify and isolate the non-achievers at an even earlier age?

Another public education tradition in conflict with the best interests of young Black children is the standard teacher education curriculum. Teacher

training for public school certification is oriented toward older children and does not take account of preschoolers' different learning patterns and needs. Yet economic pressure will surely exist to fill slots for early childhood programs with teachers holding tenure. Despite the increasing number of Black children in the system and the young child's need to be able to identify with her teacher, proportionally few teachers are likely to be Black. Dr. G. Pritchy Smith in a 1984 *Journal of Teacher Education* article projected that the consequences of trends in competency testing and normal attrition could lead to minority representation in the national teaching force of less than 5% by 1990.

The question for Black families remains: Will public school based early childhood development programs adopt the methods and procedures of elementary education which have operated to segregate Blacks?

Public School Based Child Care: Where We Stand Today

> "We need to get elected state and local officials to appoint Blacks to key committees and commissions considering child care in the public schools so we can have some input before public policy is finalized."
>
> Shirley McCain, New York
> former President,
> National Black Child
> Development Institute

Despite all the drawbacks of public school involvement in early childhood education, its spread is significant.

While the New York State Department of Education established a statewide experimental prekindergarten program in 1966, it now receives $10 million a year in state funding. Recently the Mayor of the City of New York issued a proclamation that every child in the city will have a preschool education.

Last year, South Carolina passed an initiative combined with a sales tax to provide early childhood programs within the public schools.

The State of California has increased its budget for early childhood programs to $277 million annually for fifteen different types of programs. However, school districts receive the most funds of any of the categories—$33 million.

According to High/Scope,

> "Texas also has vaulted to leadership in its financial commitment to early childhood programs, with funding slated to begin in 1985 that may reach $50 million.
>
> "New legislation in Missouri authorized funding to school districts to conduct developmental screening, parent education programs, and early childhood programs for developmentally delayed children.
>
> "Longstanding support for prekindergarten programs has also been demonstrated in Minnesota, New Jersey, Maryland and Pennsylvania and in Florida for migrant children.
>
> "Pilot education programs now exist in Louisiana, Maine, Oklahoma, and West Virginia."

Two years ago, Senator Donald W. Riegle, Jr. held hearings on public school involvement in before- and after-school child care. Most groups interested in child care endorsed that concept. At that time, the Ad Hoc Child Care Coalition, a group of more than 30 organizations interested in child care, suggested demonstration projects in public schools for five-year-olds and possibly four-year-olds. In the 99th Congress, proposed legislation uses those proposals as a starting point taking the concept much farther: providing funds to encourage demonstration projects in local school districts expanding kindergarten for five-year-olds to full day programs and creating new kindergarten programs for four-year-olds.

In the private sector, both the Ford and Carnegie Foundations presently are putting significant funds into research and demonstration programs in public-school based child care. The conventional wisdom seems to be best expressed by the Carnegie-funded High/Scope Foundation in its report *Early Childhood Development Programs in the Eighties*, "The greatest impediment to the growth of early childhood programs is 'turfguarding'....early childhood care and education are mutually dependent enterprises that need widespread and united support both within and across states to meet children's needs." In any event, if only a portion of child care expansion involves public schools, there is bound to be an impact on Black children.

The question for Black families remains: To what extent will Black advocates be assured a role in establishing the policies of this child care movement?

Diversity: Choices in Child Care Delivery

> "We need a multifaceted delivery system of child care services for young children....If public schools become the sole agency for delivering child care services, what's going to happen to people in community agencies?
>
> Newt McDonald,
> Childcare Center Director,
> Oakland, CA

It is important to determine the extent to which preserving a variety of child care options is defined as 'turfguarding' according to this point of view because it is the Black community's experience that diversity of child care sources is mandatory for families to be able to work successfully or pursue training to work.

The bulk of Black children are in non-subsidized care. However, according to the National Center for Education Statistics' 1980 Preprimary Enrollment Study, of the 38.1% of Black three- and four-year-olds enrolled in pre-primary programs, 61% attended subsidized programs.

Many other Black children attend church-based programs. They are located primarily in urban areas, provide more toddler care, have longer hours to match parents' working hours, and operate five days a week year round. In addition, church subsidies often help make them more accessible to the poor.

Private Black-owned and operated child care centers provide not only quality early childhood care to their participants but also offer the role models and the community ties which help young children to thrive. Other Black families depend on family day care because it is close to home, provides an environment similar to the child's home, is relatively inexpensive, offers individualized attention and is flexible enough to meet parents' late work shifts and the needs of infants or children with disabilities.

The question of Black families remains: Will the trend toward public school involvement in early childhood care progress to the exclusion of other child care delivery systems or will new state and local child care policies emerge to guarantee the diversity on which Black parents have come to depend?

Conclusions

The National Black Child Development Institute (NBCDI) believes the time has come to address the national child care crisis. The Institute is encouraged by the fact that pressures for change are now widespread, affecting a broad cross-section of the population, people of all races and income levels. Yet, in the rush to resolution, the Institute fears that the public schools are being looked to as the panacea without any real assessment of such critical factors as:

the lessons of experience which show other delivery systems may be just as effective as school district programs;

the distinction between school buildings which can house an early childhood program and public school control of a program;

the changes in curriculum, staffing, and teacher training that must occur to meet the needs of a new and fundamentally different population;

the track record of the public schools in addressing the needs of diverse populations among their current charges of school-age children;

the realism and willingness of the public schools to address continuing problems of bias and ineffectiveness that will only be compounded by exposing the very young — fragile and impressionable — to their care.

The Institute insists that any national policy discussion of child care must be based on the premise of a responsible, quality-oriented and culturally sensitive system. If public schools are to become a greater part of the child care delivery system, they must answer the questions raised throughout this report.

The impetus for the expansion of public school involvement in developmental programs for young children stems from various roots. But in most cases the assumption appears to be that if a program is to be public school based, it must be public school controlled and operated. The National Black Child Development Institute challenges this assumption and charges those interested in the welfare of our young children to address the larger questions of equity, quality and cultural sensitivity.

These questions lie at the heart of the transformation of public schools into early childhood centers for Black children. Until they are addressed through national discussion, careful planning and consultation with Black advocates and Black early childhood experts, the National Black Child Development Institute cannot and will not support wholesale proposals for public school child care. The movement to do so must be recognized for what it is: merely another politically expedient proposal applied to grossly deficient understanding of the national child care problem.

Recommendations

Black children come from a minority community, from a community that is largely poor and from a community that for the most part does not have easy access to power structures. Therefore, not only must they have the fundamentals of quality child care but there are additional elements which Black families and child advocates must insist upon in programs for their children. If public schools are to play a greater role in providing child care for the Black community, The National Black Child Development Institute insists that public school based developmental programs for young children must include:

Community participation and support. Programs which serve Black children must belong to the community in order to serve as a bridge between the Black child's home and the outside world. These programs must reflect community values, involve community members and provide significant Black role models for the children. Since the public schools are not seen as community institutions in some communities, it may be necessary for child care services in the public schools to be operated on contract to recognized community institutions.

Parent involvement and responsibility. In order for programs to offer continuity to parental care, they should complement parental preferences and standards. To reach this goal, Black parents must be involved in the design and development of their child's program.

Family support. To help Black children develop and their families carry out their responsibilities, programs serving lower income Black families must offer comprehensive services to the child and his or her family including education in parenting skills as well as assistance for health problems, psychological problems or social service needs.

Stability. To assure a stable environment for the Black preschool child, consistency in caregivers is mandatory. To this end, salaries should be high enough to prevent turn-over among child care staff.

Diversity. Because families and communities differ, a variety of structures for providing public school related child care must be explored before an appropriate system is identified for each community. To the extent that a child care system relies on a diversity of providers, it will meet more diverse needs.

Community development. The benefits to community development should be considered in analyzing any public school based child care program. Public and private partnerships which strengthen community institutions, provide jobs or economic support for the community served should receive consideration in reaching a decision about the role of public schools in child care.

We have outlined the points to be considered in a national discussion of the role of public schools in providing preschool child care and defined the criteria that such programs should meet to serve Black children adequately. To implement this discussion, NBCDI proposes:

- that appropriate committees of Congress hold national hearings to encourage a rigorous and open debate of the merits and motives involved in the impetus to increase developmental programs for young children in public schools.
- that our colleagues in the field of child advocacy require themselves to explore alternative models before advocating the expansion of school-based child care.
- that targeted segments of the Black community add the issue to their agendas in the following ways:

  Black elected officials at the local, state, and national levels should not only get themselves appointed to committees overseeing early childhood legislation, but also see that Black cultural and child development experts are appointed to advisory commissions studying public school involvement in early childhood care. Black officials should also establish coalitions to assure adequate funding and the needs of Black children and their families are incorporated into early childhood legislation.

  Black early childhood educators should formulate and agree on a set of criteria which quality child care programs should meet to be suitable for Black children.

  Black parents should insist on the responsiveness of the child care system to their child's developmental needs and be alert to actions by government agencies affecting their child's care.

  Black community leaders should work with Black educators and sponsor programs to educate Black parents to their children's developmental needs. They should form coalitions with other Black organizations and with white parents to lobby for adequate funding and quality in public school based early childhood programs. Black community leaders should also monitor legislatures and school boards and lobby them for diversified child care delivery systems that meet Black children's needs. Finally, Black leaders should work with Black community institutions and media to alert Black families to public policy decisions affecting their children's care.

Resources

Baden, Ruth Kramer; Genser, Andrea; Levine, James A.; and Seligson, Michelle. *School-Age Child Care.* Boston: Auburn House Publishing Co., 1982.

Bailey, Susan. "As Public School Systems and Child Care Systems Converge: Impact on the Black Community from an Equity Perspective." Speech before the 1985 Public Policy Institute of the National Black Child Development Institute, Washington, D.C., June 25, 1985.

Berrueta-Clement, John R.; Schweinhart, Lawrence J.; Barnett, W. Steven; Epstein, Ann S.; and Weikart, David P. *Changed Lives.* No. 8 of *Monographs of the High/Scope Educational Research Foundation.* 8 vols. Ypsilanti, Mich.: The High/Scope Press, 1984.

Bowman, Barbara. "Public Schools and Preschool Education." Speech at East Texas State University, October, 1985.

_____. "Child Care and Public Schools: Clarifying the Issues from the Black Viewpoint." Speech before the 1985 Public Policy Institute of the National Black Child Development Institute, Washington, D.C., June 24, 1985.

Bridgman, Anne. "Day Care: Tightening Insurance Squeeze," *Education Week,* September 11, 1985, p.1.

Center on Budget and Policy Priorities. "Poverty Rate Shows Disappointing Drop; Income Inequality Widens," news release on Census Bureau poverty and income data, Washington, D.C., August 27, 1985.

Curtis, Carla M. "Early Childhood Programs in the Public Schools: Clarifying the Issues from a Black Perspective." Speech before meeting of the Kansas City Affiliate BCDI, Kansas City, Kansas, September 20, 1985.

_____. "Getting a Good Start: A Review of Early Childhood Programs and Service Needs." Paper presented at meeting of the National Neighborhood Coalition, Washington, D.C., November 25, 1985.

_____. "Improving Child Care Services: What Can Be Done?" Testimony before the Select Committee on Children Youth and Families, U.S. House of Representatives, Washington, D.C., August 2, 1984.

_____. "The Tax Burden of Low Income Wage Earners." Testimony before the Subcommittee on Select Revenue Measures, Committee on Ways and Means, U.S. House of Representatives, Washington, D.C., June 6, 1985.

Delfico, Joseph F. "Statement on Female-Headed Families in Poverty." Testimony before the Subcommittee on Intergovernmental Relations and Human Resources, Committee on Government Operations of the U.S. House of Representatives, Washington, D.C., July 9, 1985.

Hill-Scott, Karen. "Diversity: An Approach to Child Care Delivery." Speech before the 1985 Annual Conference of the National Black Child Development Institute, Washington, D.C., October 16, 1985.

Jackson, Beverly Roberson. "Child Care and the Black Church." Speech before the 1985 Public Policy Institute of the National Black Child Development Institute, Washington, D.C., June 25, 1985.

Levy, Mary and Mair, Connie. "Public School Finance Issues and Concerns: Impact on Child Care Services in the Schools." Speech before the 1985 Public Policy Institute of the National Black Child Development Institute, Washington, D.C., June 24, 1985.

Lindner, Eileen W.; Mattis, Mary C.; and Rogers, June R. *When Churches Mind the Children.* Ypsilanti, Mich.: High/Scope Press, 1983.

Marshall, Ray. *Work & Women In the 1980s.* Washington, D.C.: Women's Research and Education Institute of the Congressional Caucus for Women's Issues, 1983.

Miller, Representative George, Chairman. "Child Care: The Emerging Insurance Crisis, Part 2." Opening Statement before the Select Committee on Children Youth and Families, U.S. House of Representatives, Washington, D.C., July 30, 1985.

Montgomery, Velmanette. "Building a Network—Defining An Agenda for Child Care in the Black Community." Speech before the 1985 Public Policy Institute of the National Black Child Development Institute, Washington, D.C., June 24, 1985.

National Academy of Early Childhood Programs. *Accreditation Criteria & Procedures.* Washington, D.C.: National Association for the Education of Young Children. 1984.

National Alliance of Black School Educators. *Saving the African American Child.* Washington, D.C.: National Alliance of Black School Educators, Inc., 1984.

National Black Child Development Institute. *Who Bears the Burden?* Washington, D.C.: National Black Child Development Institute, 1985.

Population Reference Bureau, Inc. "Child Care and the Public Schools." Executive Summary prepared for a briefing organized by the Population Resource Center, Washington, D.C. 1984.

Schweinhart, Lawrence J. and Weikart, David P. *Early Childhood Development Programs in the Eighties.* No. 1 of *High/Scope Early Childhood Policy Papers.* 1 vol. Ypsilanti, Mich.: The High/Scope Press, 1985.

Tate, Costella. "Family Day Care—Implications for the Black Community." Speech before the 1985 Annual Conference of the National Black Child Development Institute, Washington, D.C., October 16, 1985.

U.S. Congress. House, *Child Care Opportunities for Families Act of 1985,* 99th Cong., 1st sess., 1985.

U.S. Congress. Senate, *An Act to Provide Grants for School-Based Child Care and Early Childhood Education Demonstration Projects,* 99th Cong. 1st sess., 1985, S.808.

U.S. Congress. Senate, Senator Cranston speaking for the Child Care Assistance Act of 1985, S.4, 99th Cong. 1st sess., January 21, 1985, *Congressional Record.*

U.S. Department of Commerce. Bureau of the Census. *Child Care Arrangements of Working Mothers: June 1982,* by Martin O'Connell and Carolyn C. Rogers. Current Population Reports, Series p-23, no. 129. Washington, D.C.: Government Printing Office, 1983.

National Advisory Committee on Child Care

Dwayne Crompton
Executive Director
KCMC Child Development Corp.
1800 East Truman
Kansas City, MO 64127

John R. Dill
Assistant Vice President for Academic Affairs
Memphis State University
Memphis, TN 38152

Helen Taylor
Executive Director
National Child Day Care Assoc.
1501 Benning Road, N.E.
Washington, D.C. 20002

Barbara Bowman
Director of Graduate Studies
Erikson Institute
25 West Chicago Avenue
Chicago, IL 60610

Karen Hill-Scott
Executive Director
Crystal Stairs, Inc.
111 North La Brea Avenue
Suite 201
Inglewood, CA 90301

Carole Quarterman
Executive Director
Child Care Coordinating Council of Detroit
5031 Grandy
Detroit, MI 48211

Carol Phillips
Executive Director
Council for Early Childhood Professional Recognition
1341 G St., N.W., Suite 802
Washington, D.C. 20005

1985 Public Policy Training Institute
Child Care in the Black Community
June 23-26, 1985

Howard University Inn
Washington, D.C.

Participants

Mr. Terry Boyd
370 South 5th St. #212
Columbus, OH 43215

Ms. Thelma Brooks
1626 Peach
Ann Arbor, MI 48105

Ms. Nancy Bryant
6856 Meade St.
Pittsburgh, PA 15208

Mrs. Jean Budd
7818 Oaklawn Drive
Alexandria, VA 22306

Mr. Walter Byrd
1408 Paxton Court
Greensboro, NC 27405

Ms. Eleanor Campbell
P.O. Box 4731
1301 Grotto Street
Pittsburgh, PA 15206

Mr. G. Tery Carter
P.O. Box 1095
Fairborn, OH 45324

Ms. Lou Cribbs
1109 Lantern Square #6
Waterloo, Iowa 50701

Mr. Dwayne Crompton
1800 E. Truman Road
Kansas City, MO 64127

Ms. Teresa A. Fisher
2116 O'Donnell Drive
Champaign, IL 61821

Ms. Liz Forge
1520 So. Atlantic Drive
Compton, CA 90221

Mr. Robert Grant
13105 S.W. 110th Avenue
Miami, FL 33176

Ms. Katie Hart
877 Victoria Place, S.W.
Atlanta, GA 30310

Ms. Ciby Herzfeld-Kimbrough
1142 Wilson Avenue
St. Louis, MO 63130

Ms. Helen Hinton
3400 N.W. 6 Court
Ft. Lauderdale, FL 33311

Ms. Kenneth Johnson
424 Clover Lane
Raleigh, NC 27604

Ms. Mona Jones
3815 Cascadia South
Seattle, WA 98118

Ms. Phyllis J. Jones
8001 Walker
Kansas City, KS 66112

Ms. Faye Kennedy
6 De Fer Circle
Sacramento, CA 95823

Ms. Denise Knight
2272 Norwick St.
Altadena, CA 91001

Ms. Gail Q. Knight
943 Stillwell Avenue
San Diego, CA 92114

Dr. Ruth L. Lambert
4503 Staughton Drive
Indianapolis, IN 46226

Ms. Etta Leathers
1125 Saxony Drive
Durham, NC 27707

Mr. Newt McDonald
3145 Nicol Avenue
Oakland, CA 94602

Ms. Dolores Odom
415 Cherry Street, #1C
Elizabeth, NJ 07208

Mrs. Ara Parker
5343 Harcross
Los Angeles, CA 90043

Ms. Mary Price
4652 4th Avenue S.
Minneapolis, MN 55409

Ms. Mary E. Rhodes
1200 N. 13th Street
E. St. Louis, IL 62205

Ms. Mona Bryant Shanklin
c/o Children's Bureau
1001 Harden Street
Columbia, SC 29205

Dr. George Smith
8765 South Beverly Avenue
Chicago, IL 60620

The Hon. Alma Stallworth
19793 Sorrento
Detroit, MI 48235

Ms. Ethel Suttice
16300 West Nine Mile Road
Southfield, MI 48075

Ms. Cynthia Vaughan
144-51 222 Street
Rosedale, NY 11413

Dr. Kaye Bonner Williams
3045 Hawthorne Drive, N.E.
Washington, D.C. 20017

Publications Available from National Black Child Development Institute

Who Bears the Burden? Black Children In America: Impact of the President's FY 85 Budget Proposal. A 65-page report that details the proposed cuts for FY 85 in three major areas: Health and Child Nutrition, Education and Head Start and Family Supports. The predicted impact of these cuts on selected programs and Black children is examined. Tools for action including surveys and letters are offered along with brief descriptions of the program. This report also outlines accumulated budget cuts from FY 82 through FY 84. 65pp. 1984. $5.75 each.

Budget Cuts and Black Children: A Response to the President's Budget for Fiscal Year 1984. A 72-page report that details proposed cuts in twelve major areas, from Adoption and Foster Care to Vocational Education. This report also outlines the impact of these cuts on Black children and offers ideas for advocacy effort to counteract the cruel attack on Black children and families. 72pp. 1983. $4.50 each.

A Child Waits: A Conference Report on Black Adoptions: This report addresses a problem which has reached crisis proportions in the United States: the inability of the child welfare system to find homes for Black children. The report is the result of a leadership conference held in May, 1983 which brought together leading child welfare advocates and practitioners from Black communities across the country. 16pp. 1983. $3.50 each.

The Status of Black Children in 1980. Highlights the conditions of Black children in such critical areas as child care, education, health, youth unemployment and child welfare. 29pp. 1980. $2.50 each.

NBCDI Annual Calendar of Black Children. Features Black historical dates, verses written by Black poets, as well as photographs of Black children. $5.50 each. (Available beginning in October of each year until all calendars have been sold.)

Excellence and Equity, Quality and Inequality: A Report on Civil Rights and Black Children. A 33-page report that examines new reforms in education and their impact on Black children. Articles by Jean Fairfax, Asa G. Hilliard, Richard Jefferson, Carol Gibson and Ronald R. Edmonds discuss testing, vocational education, effective schools and the educational rights of Black children. Includes recommendations for parents, community groups, schools and policymakers. 33pp. 1985. $4.00 each.

All prices include postage and handling.

National Black Child Development Institute, Inc.
1463 Rhode Island Avenue, N.W.
Washington, D.C. 20005
202/387-1281